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SOCIAL STUDIES AND INTEGRATED HANDWORK FOR OPPORTUNITY CLASSES.

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DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *SOCIAL STUDIES, *CURRICULUM, EDUCABLE MENTALLY HANDICAPPED, ELEMENTARY GRADES, FIELD TRIPS, HANDICRAFTS, SOCIAL STUDIES UNITS, CURRICULUM GUIDES, BALTIMORE,

THIS CURRICULUM FOR MENTALLY RETARDED CHILDREN WAS PREPARED TO PROVIDE ASSISTANCE TO THE TEACHER WHO NEEDS SUGGESTIONS FOR MATERIALS AND EXPERIENCES WHICH WILL INCREASE PUPILS' UNDERSTANDING. THE CONTENT OF THE SOCIAL LIVING UNITS IS PRESENTED SO THAT THE CAREFULLY DESIGNED SERIES OF EXPERIENCES WILL HELP CHILDREN DEVELOP INSIGHT INTO HUMAN RELATIONSHIPS AND SOCIAL PROCESSES FROM THE IMMEDIATE ENVIRONMENT THROUGH THE EXTENDED ENVIRONMENT TO THE REMOVED ENVIRONMENT. THE CRITERIA FOR SELECTING A UNIT AS WELL AS GENERAL PRINCIPLES FOR TEACHING EACH UNIT ARE PRESENTED. SPECIFIC TYPES OF SOCIAL LIVING LESSONS ARE PROVIDED, SUCH AS THE ORIENTATION AND INITIATION LESSON, THE RESEARCH OR STUDY LESSON, THE DISCUSSION LESSON, THE REVIEW LESSON, AND THE CULMINATING ACTIVITIES. A SECTION DEALING WITH FIELD TRIPS IS INCLUDED. SCIENCE EXPERIENCES AND HEALTH AND SAFETY EXPERIENCES ARE ALSO COVERED. THE INTEGRATED WORK PERIOD IS PRESENTED AS AN IMPORTANT LEARNING EXPERIENCE IN THE DEVELOPMENT OF SKILL AND DEXTERITY AND AS AN AID IN MAKING SOCIAL SCIENCE SUBJECT MATTER REAL AND CLEAR. SCHEDULING, TYPES OF WORK, TEACHER PREPARATIONS, AND CHECK-UP PROCEDURES ARE DISCUSSED. SUGGESTIONS FOR DEVELOPING DESIRABLE WORK HABITS AND A VARIETY OF WORK PERIOD ACTIVITIES ARE GIVEN. (JZ)

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FOREWORD

Social living units and their related activities open up a world of understanding for mentally handicapped children. It is through participation in interesting activities that they learn to ask questions and find answers which will make them better citizens and more productive members of the groups in which they find themselves.

The teacher should follow the needs and interests of the children in selecting the units which the class will develop. Every effort must be made to provide materials and experiences which will increase the children's understanding. This very vital part of the daily school program should be eagerly awaited by the children. They should always be enthusiastically interested in their topic and in the activities in which they are engaged.

This Guide has been prepared to offer assistance to the teacher. It presents the scope of the units as well as the techniques for developing them.It also suggests activities which will promote understanding and develops the methods used in providing a work period which is closely integrated with the social study topic. It is hoped that the teacher will be able to enrich the program through following the suggestions presented.

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TABLE OF CONTENTS

Social Studies Areas

Pages

I. Content of Social Living Units 1

A. The Immediate Environment 1

1. The Home 1

2. The School 2

3. The Community 4

B. The Extended Environment 4

1. The City 4

2. The State 5

C. The Removed Environment 6

1. The United States 6

2. Our Neighbors, Mexico and Canada 7

II. Criteria for Selection of the Unit 8

III. General Principles for Teaching Social Living Units 9

IV. Long Term Planning for Social Living Units 9

V. Types of Social Living Lessons 14

VI. Taking Trips 18

VII. Science Experiences 21

VIII. Health Experiences 23

IX. Safety 24

Integrated Work Periods

		Pages
I.	Major Objectives of the Work Period	27
II.	When to Schedule Work Periods	28
III.	Types of Work Periods	28
IV.	Teacher's Preparation for Work Periods	30
V.	General Plan of Organization for Work Period	32
VI.	Suggestions for Developing Desirable Work Habits	35
VII.	Variety of Work Period Experiences	39

SOCIAL LIVING

The core of interest around which a social living unit is built provides the variety of learning experiences which permit the child to grow in understanding of the world in which he lives and of the role which he plays in the world. A unit may be defined as a carefully developed series of experiences related to the core of interest and designed to contribute to the achievement of the purposes of the social studies. The unit involves the use of socially significant content and a variety of vital experiences, such as: taking excursions, using audio-visual aids, reading, arithmetic construction, dramatic play, science experiments, creative activities and the development of good concepts in health and safety. The content and activities are related to the needs, interests, and problems of the children, and are used so that they will contribute to the achievement of the purpose of the unit.

Emphasis is given to the aspects of living so that the children may develop insight into human relationships and social processes.

I. Content of Social Living Units

A. The Immediate Environment

1. The Home

a. The Family Group

(1) Identity of members of the group

(2) Variation in types of families

b. Responsibilities of the Family Members

(1) The role of the parents or guardians

(2) The role of the children

(3) The role of other members

(4) Positive interaction between family members

c. The Kind of Homes

(1) Variety of homes: structure, appearance, and size

(2) Location of homes

d. Rooms in the Home

(1) Purpose of rooms

(2) Location of rooms

(3) Care of rooms

(4) Decoration of rooms

e. Care of the Home

(1) Available facilities and their purpose

(2) Health implications

(3) Safety implications

f. Life in the Home

(1) Work Activities

(2) Recreational activities: indoors and outdoors

(3) Implications for health: mental and physical

(4) Pets in the home

(5) Seasonal changes: science

2. The School

a. The Schoolroom Environment

(1) Appearance of room

(2) Facilities in the room

(3) Duties for care of the room

(4) Rules for use of the room

(5) Activities in the schoolroom

(6) Interaction between class members

(7) Science concepts

b. The School Environment

(1) The size of the school

(2) The location of the school

(3) The rooms in the school

(4) The school personnel

(5) The school facilities

(6) Rules for use of the school

c. The School as a Big Family

(1) The contributions of the personnel

(2) Positive interaction between the people in the school

(3) The responsibilities of each member of the school family

(4) The development of the school spirit

(5) Activities in the school

d. Cooperative Services to the School

(1) The family

(2) The community services

(3) The Health Department

(4) Resource personnel

3. The Community

a. Services in the Community

(1) The stores and markets

(2) The churches

(3) The post office

(4) The bank

(5) The fire department

(6) The police department

(7) The hospitals and clinics

(8) The sanitation department

(9) Industries in the community

(10) Transportation in the community

(11) The parks

(12) The movies

(13) The recreation centers

b. The Community Helpers

(1) Knowledge of the work of helpers related to community services

(2) Development of the child's cooperation with these services

c. The Physical Aspects of the Community

(1) Boundaries of community

(2) Knowledge of streets in community

(3) Location of homes and buildings

(4) Distribution of services

d. Responsibilities toward the Community

(1) Development of understanding of responsibilities

(2) Development of rules for use of services

(3) Development of respect for services

B. The Extended Environment

1. The City

a. The Physical Aspects of the City

(1) Geographical aspects

(2) Plan of city (general areas)

b. Resources of the City

(1) Industrial and manufacturing resources

(2) Cultural resources

(3) Services

c. Helpers in the City

(1) Knowledge of the work of helpers related to resources and industries

(2) Development of the child's cooperation with city helpers

d. Responsibilities toward the City

(1) Child's responsibilities

(2) Adult's responsibilities

e. The City Services

(1) Protective services

(2) Recreational services

(3) Life-function services

(4) Cultural services

f. The City Government (intermediate)

(1) Basic understanding of organization

(2) Basic understanding of personnel

(3) Basic understanding of voting

(4) Basic understanding of the purpose and function of taxes

2. The State

a. Geography of State

(1) Geographical areas: east, north, south, west

(2) Size of Maryland

(3) Physical variation in parts of state: mountains, rivers, etc.

(4) Natural resources

b. Area Contribution

(1) Industries

(2) Seafood

(3) Manufacturing

(4) Farming

(5) Mining

(6) Cultural

c. The State Government (intermediate)

(1) Chief officers and their duties

(2) General understanding of counties in relation to state

(3) Voting procedures

(4) Function of Annapolis as state capitol

(5) Tax system

d. The State in Relation to the United States (intermediate)

(1) Size of Maryland compared to other states

(2) Geographical location of Maryland

(3) Neighboring states

(4) Political representation of Maryland in national government

e. Elementary History of State (intermediate)

(1) Date and circumstances of founding

(2) Outstanding features of development

(3) Contributions to American history

C. The Removed Environment

1. The United States

a. The Geography of the United States

(1) General concept of rivers, mountains, plains, oceans, terrain

(2) Concept of east, west, north, south

(3) Size of the United States

b. Make-up of the United States

(1) Number of states

(2) General location of states

c. Elementary History of the United States

(1) Broad concepts of the development

(2) Role of the pioneers in westward movement

(3) Addition of Alaska and Hawaii

d. Basic Concepts of the Government

(1) Organization of Congress

(2) Role of the President: election and duties

(3) Role of the Federal Government

(4) Washington, D.C., our Capitol

e. Responsibilities as a United States Citizen

(1) Child's responsibilities

(2) Adult's responsibilities

f. Privileges of Being a United States Citizen

(1) The Four Freedoms

(2) Protection

(3) Government services

2. Our Neighbors, Mexico and Canada

a. Location of Our Neighbors

(1) Canada, our northern neighbor

(2) Mexico, our southern neighbor

(3) Distance of each from Maryland

b. Geographical Aspects of Mexico and Canada

(1) Location

(2) Terrain

(3) Temperature zone

c. Way of Life of Our Neighbors

(1) Customs

(2) Culture

(3) Language

(4) Occupations

d. The Good Neighbor Policy

(1) Borders between Canada and United States

(2) Borders between Mexico and United States

(3) Visiting privileges: method, duration

(4) Custom regulations

II. Criteria for Selection of the Unit

A. The Unit Should Contribute to Achievement.

1. Development of problem solving skills

2. Development of group participation skills

3. Opportunities for democratic behavior

4. Development of skill in the use of materials

5. The acquisition of functional information

B. The Unit Should Deal with an Important Aspect of Living Which Is Meaningful and Significant to the Children.

1. Increase insight into man's interactions with his environment.

2. Increase insight into the way man meets his basic needs for food, shelter, and clothing.

3. The unit should be related to the children's past experience and lead to broader interest and more significant areas of experience.

4. The unit should be within the range of ability of the group.

5. The unit should provide opportunities for creative experiences.

6. The unit should provide application and related activities.

III. General Principles for Teaching Social Living Units

A. The Needs of Each Individual Child Should Be Considered and Planned For.

B. Experiences May Be Differentiated into the Following Levels.

1. Actual participation in real life situations

2. Observation of real life situations

3. Models of real life situations

4. Audio-visual aids using real life or imagined situations

5. Oral disucssion of either real life or imagined situations

6. Printed or written accounts of real life or imagined situations

C. Each Child Should Have Equal Opportunity to Participate at His Own Level of Achievement.

D. Experiences Should Be Such That Certain Common Elements Would Be Emphasized. Their Repetition Would Result in Desirable Understandings, Appreciations, and Attitudes.

E. The End Purpose Should Be the Development of Law Abiding, Self-Supporting Citizens.

IV. Long Term Planning for Social Living Units

A. Choice of Unit

1. An individual pupil's interest which will readily spread into group interest

2. The topic in which there is evidence of the interest of the group of pupils.

3. The favorable reaction of the class to pictures, slides, models, and like materials introduced into the classroom by the teacher.

B. Teacher's Responsibility in Unit Planning Although No Teacher Can Precisely Predict Every Phase of a Unit, She Should Make Careful Plans to Give the Experience Meaning and Direction.

1. The teacher should build a rich background of experience.
   a. Study units developed by others
   b. Texts, pamphlets and references available for teacher and children should be gathered and annotated
   c. Audio-visual material previewed, selected and ordered
   d. Community resources checked and trips planned
   e. Resource people should be interviewed
   f. Pictures, photographs, maps, sketches, charts and diagrams collected and filed
   g. Industrial arts processes, experiments and demonstrations should be tried out
   h. Collections should be made of songs, records, poems, stories, paintings, etc.
   i. A bibliography should be made of children's and teacher's materials.
   j. An outline of basic contents and activities should be prepared
2. The teacher should consider the purpose of the unit
   a. What can the group accomplish?
   b. What understandings and concepts can be developed?
   c. What behaviors can be developed?

3. The teacher should plan the initiation.

A plan must be evolved to stimulate interests and problems and to provide common experience. Children must participate so that they can identify with the unit. The unit can be initiated through:

a. Teacher suggestion
b. Books
c. Audio-visual materials
d. Community resources
e. On-going experience (based on previous unit)
f. Arranged environment
g. Models and exhibits

4. The teacher should help decide major problems or needs.

She should determine the problems and plan for experiences to solve these problems. The problems should:

a. Be stated in simple language
b. Be child-like and of interest
c. Be attainable
d. Be able to stimulate
e. Be able to contribute to the purposes of the unit

5. The teacher should select experiences to solve problems.

Each problem should be analyzed to determine the experiences and materials needed to solve it.

a. Community experiences:

(1) Study trips
(2) Interviews
(3) Listen to resource people
(4) Do field studies
(5) Observe activities
(6) Share current events
(7) Make collections

b. Language Experiences

(1) Conversation
(2) Discussions
(3) Story-telling
(4) Choral speaking
(5) Making reports
(6) Giving talks
(7) Making chart stories
(8) Dramatic play
(9) Dramatization
(10) Writing letters
(11) Reading pamphlets
(12) Reading books
(13) Listening to others
(14) Spelling needed words

c. Audio-Visual Experiences

(1) Viewing films, slides, pictures, T.V.
(2) Hearing recordings and radio programs
(3) Examining collections, posters, cartoons, graphs
(4) Using maps and charts
(5) Seeing dioramas, panoramas, exhibits, demonstrations

d. Number Experiences

(1) Using number concepts
(2) Measuring
(3) Counting and reading numbers
(4) Computing and solving problems

e. Musical and Physical Experiences

(1) Listening to records and tape recordings
(2) Playing rhythm instruments
(3) Singing songs
(4) Rhythmic bodily expressions
(5) Folk dancing
(6) Playing games

f. Industrial and Fine Arts Experiences

(1) Processing raw materials
(2) Puppets and marionettes
(3) Spatter painting
(4) Making appliques
(5) Decorating textiles
(6) Arranging materials
(7) Making dioramas and panoramas
(8) Making friezes and murals
(9) Map construction
(10) Costume making
(11) Clay modeling
(12) Book making
(13) Printing
(14) Painting
(15) Labeling
(16) Sketching
(17) Construction
(18) Soap carving
(19) Weaving
(20) Stenciling
(21) Drawing
(22) Lettering
(23) Illustrating
(24) Sewing
(25) Woodwork

g. Science Experiences

(1) Experiments related to the unit
(2) Observations related to the unit

h. Health Experiences

(1) Rules for maintaining healthy bodies
(2) Rules for bodily needs
(3) Rules for protection of body
(4) Emphasis on good mental hygiene

6. Culminating Activities

These activities are planned to summarize and organize the unit. They are used in some units and not used in others.

a. Demonstrations
b. Discussion of maps, charts
c. Dramatizations
d. Excursions
e. Exhibits
f. Festivals
g. Group reports
h. Scrapbooks
i. Page arts
j. Quiz programs
k. Service projects
l. Sharing creative poems, songs, etc.

7. Handwork Activities

Constructive activities function to advantage correlating Social Studies and Industrial Art Activities. Such correlation should not be attempted unless the activities planned contribute definitely to the Social Studies content of the unit, or develop or advance some hand skill at the children's level of manual ability.

V. Types of Social Living Lessons

A. Orientation and Initiation

The orientation lesson and the initiation lesson are combined in order to arouse and maintain interest of the class.

In the initiation lesson the teacher arouses the interest of the children in the unit. Pictures, stories, objects, slides, exhibits, songs, a trip or resource persons may be used for the purpose of interesting the pupils in the unit materials. Upon the basis of their reactions to the materials and the preliminary discussion, the teacher should decide the extent to which the unit should be developed and plan her work accordingly.

Teaching materials used in the initiation period may be used throughout the unit, and be supplemented by additional materials as needed.

The concrete illustrative materials used in school and the children's out-of-schcol experiences furnish the topics for discussion. Illustrative materials also serve to stimulate observation and may fix important facts, give additional information, give opportunities for the recall of facts, and suggest solutions for problems.

In this lesson, the teacher through guide questions draws from the children the facts they would like to know about the unit.These questions are recorded on a chart and become the problem chart or Things We Would Like to Know. The teacher also draws from the children the ways that the information will be obtained (How We Will Find Out) and the related activities in which they will be engaged during the development of the unit (Things We Will Do).

The three charts will be in evidence during the duration of the unit for review and referral.

B. The Research Lesson or Study Lesson

This is a study lesson in which the pupils attempt to find out information to solve the problems about the unit. Much preparation by the teacher precedes this lesson. Due to the difficulty in finding social studies materials at the reading level of our mentally retarded children, it is necessary for the teacher to rewrite the pertinent material at the median level of her class. All salient facts must be retained in the re-written stories.

In the research lesson, the class may work in groups (two or three groups) to gather the information, i.e. one group might be reading the teacher-written stories, one group might be using pictures, while the other group might be gaining information from text books

At the end of the research period, some of the main points of the information are shared by the class.

For children in Opportunity Class, there is value in reference periods. Care must be taken that the books and stories selected are suitable in interest, vocabulary, sentence structure and content.They should typically contribute additional information to the topic being discussed.

C. The Discussion Lesson

The purpose of a discussion lesson is:

1. To clarify ideas
2. To stimulate new ideas
3. To correct wrong impressions
4. To share ideas
5. To furnish additional necessary information

This lesson furnishes an opportunity for the development of such social traits as listening courteously, speaking in turns, accepting correction pleasantly, giving suggestions kindly and impersonally.

In this lesson the pupils,through the aid of the teacher's guide questions, report the facts gained in the previous research lesson. The answers to the guide questions as given by the children are recorded on the blackboard by the teacher. This information is transferred to a chart to be referred to in reviews and independent assignments. By the time that the unit terminates, there should be charts containing information that will answer each problem set up in the Initiation Lesson.

D. Review Lesson

These lessons recall and tie together facts learned about the unit. Review lessons should be frequent during the development of the unit to help the pupils retain the information they have discovered.

In order to maintain interest,the teacher should make her reviews challenging and thought provoking. Review lessons are comprised of old facts presented in new ways. They may take the form of riddles, puzzles, true or false questions, multiple choice activities, etc.

E. Culminating Activities

As the pupils live through the various component parts of a unit, their experiences should enlarge their fields of knowledge by developing new concepts and understandings and by clarifying their old concepts. In order that these concepts may be acquired to the limit of the child's capacity, he should have some opportunity to express his ideas in some concrete or tangible form. This expression may take the form of drawing, constructing or making something, collecting, exhibiting, or expressing his ideas in written form.

As the result of experiencing each component part of the unit, individual, groups, or the class as a whole, will produce some form of expression which will represent the learning which has taken place during that phase. As the unit progresses and as each part seems to round out the whole, there will come a time when,through the guidance of the teacher, the pupils will see how all the parts can be fitted together. All the learnings can be summarized or organized into an activity which will bring the unit to a climax. This becomes the culminating activity of the unit and may result in one of a variety of forms. Depending on the type of unit, the culminating activity may take the form of an exhibit, dramatization, assembly program, movies, slides, puppet show, party, pageant, broadcast, or service to others.

VI. Taking Trips

There is no better medium for helping mentally retarded children understand and appreciate their environment than through participation in trips. Trips furnish an effective means of enriching and vitalizing their social studies concepts and of unifying the community and the school.

A. Value of Taking Trips

Familiar places take on new interests when the whole class shares in the exploration. This method of vitalizing the curriculum has the following purposes.

1. To vitalize interest in the topic being studied
2. To provide for concrete first-hand experiences which result in direct and personal knowledge
3. To develop accuracy of observation
4. To broaden the child's interest
5. To augment class discussion
6. To help the child become familiar with his environment
7. To help the child become familiar important places and people in the community
8. To help the child become familiar with the means of trnasportation within the community

B. Steps to be Taken in Planning a Trip

A trip should be carefully planned to insure its effectiveness.

1. Preliminary visit made by the teacher
   a. To decide the appropriateness of the place to be visited
   b. To determine the length of time needed for the trip
   c. To note the possibility of any hazzards
   d. To make arrangements for a guide if necessary

e. To determine the willingness of the persons in charge for the visit

f. To set the time of arrival for the class

g. To ascertain the desirable length of the visit

h. To check on toilet facilities if the visit has duration

2. Clearance with principal

a. To obtain approval

b. To arrange for any children who cannot obtain permission to take the trip

3. Clearance with parents

a. A letter describing the trip is sent to the parents

b. The teacher must have the parents' written consent for the trip

c. One or two parents may be asked to accompany the class as helpers

4. Arrangements for transportation

Whenever a class plans to leave a school building for a trip which requires transportation, permission must be obtained from the principal and the Director of Special Education. This is necessary and a rule which must be rigidly followed.

a. Department of Education bus

The teacher may requisition the use of the school bus for a trip which requires transportation. This is done through the use of a requisition obtained from the school principal. The bus is free.

b. Public transportation

(1) Chartered bus

These busses are hired through the individual transportation companies. The teacher must call the company and make the arrangements. Each child pays his own fare.

(2) The Baltimere Transit system

Trips should be planned if possible for the time of day when traffic is light. In general, this would be between the hours 10 AM and 2 PM. Each child pays his own fare using exact change. Whenever possible, each child should drop the fare in the box and ask for a transfer if it is needed.

5. Class plans for the trip

The teacher and pupils should plan the trip in detail.

a. Formulation of questions to be answered and things to be seen on the trip

b. Selection of individuals to be responsible for duties

c. Planning the route and means of transportation

d. Discussion of safety measure to be observed

e. Development of standards of courtesy and conduct

f. Discussion of proper personal appearance

g. Determination of partners for the tour

C. Follow-Up Activities

Trips are worthwhile only when the pupils return with a feeling that they have accomplished a definite purpose.

1. Evaluation of the trip in terms of its original purpose

2. Composition of chart stories describing trip

3. Construction of models
4. Drawing pictures and friezes depicting the trip
5. Discussion of difficulties encountered on the trip and means for improvement
6. Clarification of misconceptions encountered on the trip
7. Composition of thank-you letters and expressions of appreciation

VII. Science Experiences

Mentally retarded children need basic science concepts. They are interested in natural phenomenon and are capable of understanding elementary concepts of the world in which they live. The stress must be placed on what and how they are taught. The teacher should examine her general social living units to find inherent science concepts which the children might develop through experimentation and observation. She might also choose to present a unit for the development of a science concept. (See booklet SCIENCE distributed by the Division of Special Education for suggested content of these units.)

A. Science Unit Topics

1. The Earth
2. The Sky
3. The Weather
4. Animals
5. Plants
6. Machines
7. Magnets
8. Electricity

B. Methods for Developing Science Concepts

1. Experimentation

Children should have the opportunity to handle materials and observe changes which have occurred in carefully planned experiments.

2. Observation

Scientific concepts can be gained through observation. Careful notes should be kept in the form of charts and diaries.The weather and the sky lend themselves particularly well to observational experiences.

C. Resources for Science Program

1. Science Corner

A science corner serves to stimulate interest. Experiments should be set up with which the children can practice. Exhibits may be developed for observation and manipulation.

2. Science Booklets

Class booklets may be kept as diaries or as a collection of chart stories. The children may also make their own class booklets to take home and enjoy with their families.

3. Audio-Visual Aids

Next to actual observation and experimentation with real materials, there is no more valuable method for the development of scientific information than the use of film strips, books,and motion pictures. Television programs offer supplementary experience which prove valuable. Newspaper and magazine articles may be collected and shared.

4. Trips

Trips should be planned whenever it is possible.Children may go to observatories, green houses, farms, pet stores, or wherever the trip has significance.

VIII. Health Experiences

It is most essential for mentally handicapped children to have continuous training in the development of good health habits. Early in life, boys and girls should learn how to take good care of their bodies and to develop a basic appreciation and understanding of the rules for good health.

Health concepts lend themselves to development on parts of general social living areas as well as separate units. In addition to the units, daily checks and routines such as toileting, washing hands, combing hair, and cleaning teeth should be checked by the alert teacher.

A. Health Unit Topics

1. Balanced living
2. How sleep helps you
3. Proper food for boys and girls
4. Grooming
5. Ears and their care
6. Care of eyes
7. Communicable diseases
8. First aid
9. How to recognize various types of injury

B. Methods for Developing Health Units

1. Demonstration
2. Observation
3. Participation

C. Resources for Health Units

1. A Good Grooming Corner

This corner is usually centered at a dressing table. Here are stored soap, towels, and the children's good grooming boxes.

2. Charts

3. Audio-visual aids, film strips

4. Check lists for personal grooming

5. School doctor, nurse and dentist

6. Available clinics and hospitals

7. Selected books and pamphlets

IX. Safety

Safety will be taught and practiced as it appears in any unit. The teacher should be aware of the need to help her children understand the importance of safety in daily life. When there is need and interest, she may want to develop a short term unit based solely on a safety core of interest.

The areas of particular importance should be kept in mind to be taught and practiced informally in daily living as well as formally in a unit. The important point for the teacher to keep in mind is the need for practice. Safety can become a habit if the children experience again and again adherence to basic safety rules. Mentally handicapped children lack in general the ability to foresee the outcome of their actions. They run out in front of automobiles, they skip steps, they get into dangerous predicaments, and in general show evidence of lack of forethought. They must be trained to develop caution. One can readily see that safety becomes an integral part of daily school life.

A. Safety Unit Topics

1. Safety to and from school
2. Safety in school
   a. In the classroom
   b. In the halls
   c. On the stairs
   d. During fire drills and air-raid drills
3. Safety on the playground
4. Water safety
5. Safety in the home
6. Safety with tools
7. Safety at play
8. Safety in the use of public transportation

B. Methods for Developing Safety Units

1. Practice using a traffic signal light, which can be constructed or borrowed from school equipment
2. Use of audio-visual aids
3. Trips around the school and community for observation
4. Construction of sand-table lay-out for dramatic play
5. Construction of orange crate vehicles for practice and play
6. Dramatic presentation such as: participation by pupils in plays and use of marionettes and puppets
7. Development of chart, stories, posters, booklets, and pupil-made lantern slides.

C. Resources for Safety Units

1. Use of available technical advice from the Safety Education Office in the Department of Education
2. Posters, booklets, and related materials provided by the National Safety Council

3. Use of appropriate library books and classroom readers
4. Talks by Crossing Guards, school "safeties" and other qualified people
5. Use of safety audio-visual aids provided by the Division of Audio-Visual Education

INTEGRATED WORK PERIOD

The work period is an exceedingly important experience for mentally handicapped children. It offers them the opportunity to experience success in making something by using their hands. They may have difficulty in their skill subjects and desperately need a chance to prove their ability in other ways. The underlying purpose of the work period should be to make the social studies subject matter real and clear. The development of hand skill becomes subordinate but none the less important. A class may be studying about the post office and will want to construct a usable model in the classroom. To do this, they will have to use wood, nails, hammers, saws and paint. The need for tools and materials to make the model creates the learning situation which results in the development of manual skill.

Handwork has many educational values. The habit training alone which it provides would justify its place in the curriculum. Habits of neatness and cleanliness, thrift and safety, obedience and promptness,courtesy and politeness, attention and alertness, together with such character traits as cooperation, consideration and the respect for the rights of others, responsibility, reliability, dependability, and many others are fostered in this type of work. These are characteristics which will prove an asset to the child no matter what his place in society may be.

I. Major Objectives of the Work Period

   A. To express in some form the ideas or concepts growing out of the social studies.

   B. To develop motor coordination and skill

II. When to Schedule Work Periods

A. Order in Schedule

In order to make the social studies period meaningful, the work period must always follow social studies. Only in this way can the concepts which have been developed attain meaning through manipulation of materials in constructing projects.

B. Time of Day

Handwork periods may be scheduled at any period of the day at which the teacher thinks they can best serve their purpose. Most teachers have found the afternoon to be the best time for these activities. Children often exhibit fatigue at this time of day in excessive bodily activity. Handwork offers a new interest and an opportunity to use the child's activity to an advantage.

III. Types of Work Periods

In general, there are four types of Handwork periods:

A. Periods in which all the pupils participate in the same directed activity

This is usually a lesson in which the teacher gives the needed instruction to the entire class. For example:

1. A lesson in lettering or making letters for a poster
2. A lesson in making a booklet to be used for language or social studies materials.

In this lesson, the teacher gives directions, step by step, each of which is completed before going to the next. The teacher supervises the pupils when they are executing the direction, giving individual help and instruction as it is needed.

B. Periods in which pupils may be using the same medium

The pupils may be using the same medium, but they are grouped according to the project or according to the skill of the pupils. In this lesson, the fundamental techniques are known, but the pupils work in groups to produce a variety of small pictures or objects that are needed for a larger or class project. For example, in making a sand table scene or diorama, one group of pupils makes houses, another group makes the animals or human figures, while another group makes trees. If there are more than enough of each type of picture or object in this group production, the pupils should select those that will be used for the project.

In this lesson, the teacher supervises the independent work of the class, checking on pupil techniques and giving help when it is needed.

C. Periods in which the pupils are grouped as to the kind of activity

Pupils are grouped as to the kind of activity for the purpose of giving instruction to a small group. This is to give initial instruction in an operation or use of tools to a group which needs it, either to complete a project or to start a new one. For example: A class may want to decorate books or booklets wit block printing. Some pupils in the class may have had the experience of printing with sticks and potato blocks. The remainder of the class has had no experience in any type of block printing. The pupils form two groups, one that needs initial instruction with stick or potato blocks and the other group, understanding the basic principals, are ready to cut a linoleum block. For the lesson in which instruction in cutting the linoleum block is given, the class will be divided into two groups. The group that will

not receive instruction will work on projects using familiar mediums and techniques so that they can work independently while the teacher is instructing the group which is learning to cut the linoleum blocks.

In a later lesson, after the linoleum blocks are completed, the class will again be divided into the two groups. The group which has prepared the linoleum blocks can work independently becuase of past experience in block printing. The teacher now gives initial instruction in stick printing to the other group.

D. Periods in which many activities are being carried on by individuals and groups of children

For example: Making a grocery store. Making each of the following has been assigned to individuals or groups of children:the counter, the shelves, fruit and vegetables of clay, etc. This type of lesson requires careful planning and close supervision by the teacher if it is to be effective.

The work will be so planned that while either an individual pupil or a group receives needed help or instruction, the rest of the class can work independently and will not have to wait for the teacher or will not rush ahead into a new step without guidance. If the teacher is sure that the pupils have all the skills and techniques needed, this type period will run smoothly and be most profitable. It is a good plan to teach fundamental skills in periods of type "A" or type "C" .

IV. Teacher's Preparation for Work Period

A. Need for Preparation

The teacher's preparation determines, to a large degree, the success of the Handwork period just as it does in reading, arithmetic

or any other subject. Pupils' growth and progress in hand skill depend not only on what skills the pupils possess and the teacher's skill and knowledge of Handwork, but on careful planning and preparation by the teacher.

B. The Check-up at the End of the Period

The"check-up" at the end of the period reveals the needs of the next lesson. These will determine the type of lesson (see Types of Lessons)which will be necessary. The next step is to plan what activities will be best and what order to use. In other words, the teacher should have a very clear idea of how each step in the lesson will be carried out. For example: If the period is to consist of group teaching, decide on which part of the period will be best for this teaching, at the beginning or later in the period. Plan for independent work for every pupil who is not in the group which is to receive instruction. Plan for enough work to keep these pupils busy throughout the period. Decide where and how the group lesson will be conducted.

C. Preparation of Supplies and Materials

Getting supplies and materials ready for the pupils is a very important part of the teacher's preparation. All of the teacher's attention in the Handwork period should be devoted to instruction and supervision of the pupils at work. All supplies and materials should be ready and accessible so that no time is lost in securing them during the period. This preparation involves getting supplies from the stockroom; mixing or getting paint ready; getting tools out and ready for use; making accessible supplies of paste, crayons, nails, screws, sandpaper, etc; getting patterns ready; getting materials such as lumber, cloth, paper, cardboard and the like ready by cutting to size needed, etc.

V. General Plan of Organization for Work Period

A. Prepare the Room and Distribute Projects

Sometimes it is necessary to clear tables and work benches, and to arrange them for the best possible light. This may necessitate the moving of desks and other furniture. Desks should be covered with newspaper for pasting, sandpapering, painting, etc. As soon as the room is ready, distribute pupils' projects. Pupils can be trained to be responsible for these duties.

B. Set Up Rules for Work Period

There are times when a class is working to improve certain habits. It is well to state them at the beginning of the period as a class objective. For example: The class may work too noisily. They are trying to develop habits of working more quietly. This objective is stated and suggestions as to how it can be done are made.

C. Pupils State Individual Aims for the Period

Each pupil states what he is doing or is ready to do and what he will try to accomplish during the period; i.e., "I am sandpapering my dog feeder. I will try to finish sandpapering the edges today." "I am ready to put the string on the apron. I can sew them on today."

This sets up an aim or objective for the pupil to achieve during the period. Should the child dawdle or waste time, the teacher can have him recall his objective.

Pupils become groups according to the type work they are doing. Those that are to work in their seats can be reseated so that all who are doing the same kind of work can be together. Those that have to use some special equipment, such as a vise, loom, or easel can be assigned to their places.

D. Determine and Secure the Needed Supplies and Tools

In stating aims the pupils indicate what materials and tools are needed. Each pupil should receive all the things that are necessary for him to work. If tools must be shared, how they are to be shared should be arranged at this time. "Helpers" can be made responsible for this distribution.

E. Begin Work

The teacher knows through the pupil's statement of purpose which pupils can begin work at once and work independently, and which will need any help before they can start to work. Those who do not need help can take their places and goto work at once.

The rest of the pupils will need:

1. To have work approved and receive directions for the next step
2. To start a new project
3. To receive instruction on a new operation or use of tool

Take care of the pupils individually or, where possible, in small groups when the needs are identical in the above order as quickly as possible.

As soon as the teacher finishes giving individual help or giving group instruction, she should go about among the pupils supervising the work. /GO TO ALL PUPILS/ Get around to all pupils as often as time permits. The pupils who are on a continuous operation such as: sandpapering, hemming, weaving, etc. need the teacher's attention to have their techniques checked and to encourage them to apply themselves diligently. In addition, the teacher will observe when an operation is nearing completion, and can give directions for the next step, or give needed instruction. This type of supervision also enables the teacher to follow up closely those pupils who are in the initial stages of learning a new tool skill.

F. Signals to Stop Work

It is a good plan to have some kind of warning signal a few minutes before the Stop Work signal is given. Frequently pupils do not want to stop their work quickly. The warning signal gives the pupils an opportunity to complete what they are doing as quickly as possible, and be ready to stop when the final signal is given. When it is given, the pupils should stop work and return to their places, taking their projects with them.

G. Evaluation of Work Done and Projects

1. Evaluation of the work habits of the class

The pupils evaluate their work or work habits in the light of the standards or aims set up and suggest ways of improving, unless they have been satisfactory.

H. Clean-Up or Housekeeping Period

Clean-up duties are:

1. Put away pupils' projects. These should be marked or tagged with pupil's name and number.
2. Count and put away tools carefully. Report missing tools to the teacher at once. Helper reports to the teacher when he has completed his assignment, so that his work can be inspected by the teacher.
3. Clean tools or equipment, such as paint, stain, or shellac brushes, paste sticks or brushes, paint pans, etc. Helper reports to the teacher for inspection.
4. Put away unused supplies and materials: paste, paint, cloth, lumber, etc. Helper reports work finished, and the teacher inspects the materials.

5. Dust tops of tables, benches, and desks.

6. Remove scraps, waste paper, etc. Put in waste paper basket.

7. Sweep floor and remove dirt.

8. Return furniture and equipment to original places.

Pupils should be trained for the various duties of cleaning up. Determine the number which can do it most efficiently, and have only that number of helpers. If there are too few, the cleaning up takes too long; while if there are too many, they get in each other's way. Helpers should rotate their duties after a week of service. Do not have several children start new duties on the same day. Select only one pupil, when they are new, so that he can be closely supervised and learn the correct way to do the work.

VI. Suggestions for Developing Desirable Work Habits

A. Work Quietly.

1. Materials necessary for work are at hand. Give out materials at beginning of period. Give the child <u>only</u> the amount needed, i.e. child should not be given whole box of brads when he needs only six or eight.

2. Each child should be supplied with work at <u>his level</u> of interest, skill, and behavior.

a. <u>Interest</u> — When work meets a child's level of interest, it holds his attention so that unnecessary noise and talking do not occur.

b. <u>Skill</u> — When work meets a child's level of skill, success or achievement is possible. Failure often causes outbursts of unnecessary noise and confusion, i.e. using coping saw on $\frac{1}{4}$" wood cutting difficult pattern. Often the wood will split unless the child has enough skill to handle it.

c. Behavior — When work meets a child's level of behavior, it has been planned for him as an individual. The work assigned to each child is adapted to his characteristics, persistance, ability to get on with others, power of attention, etc.

3. Work should be prepared in advance for the children, not during class. When a teacher takes class time to prepare the materials, her attention is taken from her class. This may be an invitation to the children for unnceessary noise and confusion. Class time for the teacher should be a period of actual teaching of supervision of the children at work.

4. Teacher's supervision and attention at the time the child needs assistance helps to keep a work period quiet. When children get help from one another, they do so noisily. Arguments often ensue because children frequently do not take suggestions from other children graciously. There is also the possibility of the directions being inaccurate.

5. During a work period the teacher's attention should be on the entire group, not on a few individuals. If each child is conscious of the teacher's attention, they work more quietly. In other words, the teacher sees everything that goes on in the room. In this way she has control of her room, and unnecessary noise and confusion do not grow. It can be stopped as soon as it starts.

B. Complete Work

1. The child should know what he is making so he will want to complete it. A model, so that the child can see the finished product, will help stimulate desire to complete work. Child's desire to make what another has made shows this to be true.

2. Projects which will not wear out the child's endurance, but can be finished during his interest span, should be given. A child's span of interest must guide the teacher in choosing and adapting projects for individual children. As the span of interest develops, more difficult problems can be given. Projects for personal use, or closely related to the child's interests,create the most interest.

3. Success with each step will create a desire for completion. This means that the teacher must analyze the making of an article into the succesive steps that are necessary for its completion. The steps must be assigned or given to the child consecutively, and each step must be successfully completed before the next step is undertaken.

C. Work Neatly and Carefully

1. How neatly and how carefully children work depends in part on how well the child has been taught how to handle tools and materials.

2. Definite periods of instruction, when new steps in work are reached, should be given. This should be given not to individual children but to a small group of three or four chidlren. This means that the remainder of the class is employed with work which they can do independently.

D. Be Careful with Materials and Tools

1. Materials should not be willfully wasted. Do not give the child more than he needs or can use.

2. Materials should be carefully put away when not in use.

3. Useful things are made from the materials.

4. Using the proper tool in the proper way insures longer life to the tool and better results with the materials, i.e. coping saw blades last longer when saw is handled correctly.

5. Tools should be properly cared for when not in use:

   a. Paint brushes should be thoroughly cleaned after using. They should also be wrapped in newspaper for the vacation.

   b. Tools with sharp edges should be placed so that the edges are protected.

   c. Tools should be greased and protected during summer vacation.

E. Work with Others

1. Children should be taught to share the tools with other children. Give the children an idea of "sharing" the use of a tool by seeing that each child has his opportunity to use it and that the opportunities for use are equally divided. No child has the right to monopolize the use of a tool.

2. Children should be taught to be helpful and friendly.

   a. Work that is planned to meet the child's needs, that is interesting, that is possible of achievement, does not irritate the child and cause him to be unfriendly.

   b. To be given the opportunity to help the teacher or another child may be the reward for something well done.

3. Children should be taught to abide by the rules.

   a. Rules that are made must be for the good of the majority of the group.

   b. Rules should affect each member of the group in a like manner.

   c. To conform to rules should result in satisfaction or approval on the child's part.

   d. Not to conform to rules should result in disapproval or dissatisfaction on the child's part, Privileges and pleasurable activities should be denied.

VII. Variety of Work Period Experiences

Not all types of work period activities can be used with each unit.The available types of experiences should be examined to ascertain those best suited for the development of the social studies concepts. Variety is of great importance since it offers vitality to the program and also assures interest. In a given school year, working from unit to unit, the teacher should make sure her class runs the gamut of choice of activities.

A. Papier mache

B. Construction

C. Bookmaking

D. Clay modelnng

E. Ceramics

F. Making puppets and marionettes

G. Woodwork

H. Weaving (wool, paper, reed)

I. Printing

J. Stenciling

K. Spatter painting

L. Finger painting

M. Decorating textiles

N. Sewing

O. Creative art-drawing and painting

P. Knitting

Q. Building table exhibits

R. Elementary metal foil work

S. Block printing

T. Making liquid plastic jewelry